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ABSTRACT

In 1958, the United States Congress legislated the National Defense Education Act to educated U.S. citizens in languages and area studies in order that they might qualify for employment at universities and government agencies. By 1995, many of the area studies librarians were beginning to retire with few qualified librarians having the area specialization to replace them. The solution became the Andrew W. Mellon postdoctoral fellowship in research librarianship. With the endorsement of area studies librarians and directors and of library administrators, Duke University and Indiana University library staff obtained Mellon Foundation funding with the expectation to ameliorate the paucity of U.S.-trained area librarians. The Mellon fellowship was designed to prepare recent U.S. doctoral graduates of area studies for reference positions as area studies librarians (Kniffel, 1998) with the implication that this training was in lieu of the typical academic library qualification-a masters degree in library and information studies from an ALA-accredited institution. This paper first summarizes the background leading to this action. The author then describes her experience and training as an Africana fellow, and asserts that the training is equivalent to a masters degree in library and information sciences. The fellowship at Indiana University comprised training in collection development; practica in government documents, preservation, and cataloging; reference; attendance at conferences; and field trips. This self-study of a Mellon Fellowship suggests that the fellow actually does acquire substantial training and knowledge. Appendixes include the fellowship announcement for 2000-2001 by the Indiana University Bloomington Libraries; a comparison of Africana libraries (summary of field trips); and Africana librarian position announcements. (Contains 28 references.) (Author/AEF)

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A YEAR IN THE LIFE OF AN AFRICANA FELLOW: THE MELLON FELLOWSHIP

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Abstract

In 1958, the U.S. Congress legislated the National Defense Education Act to educated U.S. citizens in languages and area studies in order to qualify for employment at universities and government agencies. By 1995, many of the area studies librarians were beginning to retire with few qualified librarians having area specialization to replace them. The solution became the Andrew W. Mellon Post-Doctorate Fellowship in Research Librarianship. The author describes her training as an Africana fellow and asserts that the training is equivalent to a masters degree in library and information sciences. The fellowship at Indiana University comprised training in collection development, practica in government documents, preservation, and cataloging, reference, the attendance at conferences, and field trips.

Keywords: Mellon Fellowship, African Studies, Africana bibliographer, mentor, training, area studies, National Defense Education Act Title VI (NDEA), Higher Education Act Title VI (HEA), languages, research experience, Library and Information Studies (SLIS)

A YEAR IN THE LIFE OF AN AFRICANA FELLOW: THE MELLON FELLOWSHIP

During the past decade, area studies librarians at research universities in the United States will retire in the next few years (Jakubs, 1997). These librarians do not envision graduates of library schools able to meet the needs of faculty and students of area studies or have the expertise in area-specific content (Schmidt, 1997 & 1998). With the endorsement of area studies librarians and directors and of library administrators, Duke University and Indiana University library staff obtained Mellon Foundation funding with the expectation to ameliorate the paucity of U.S.-trained area librarians. The Mellon postdoctoral fellowship in librarianship was designed to prepare recent U.S. doctoral graduates of area studies for reference positions as area studies librarians (Kniffel, 1998) with the implication that this training was in lieu of the typical academic library qualification--a masters degree in library and information studies from an ALA-accredited institution. (Appendix A)

The paper will first summarize the background leading to this action. It will then outline the activities of one fellow.

Historical Background

In 1958, the U.S. Congress enacted the National Defense Education Act (Higher Education Act, 1965). It was designed to educate U.S. citizens in languages and area studies so that the United States might surpass the Soviet Union. Legislators had argued that some citizens must gain an in-depth knowledge of a

world region and that their regional language proficiency must be at a level necessary to maintain national security. In the mid-1960s, as part of the refunding of the legislation, research universities designated a librarian or scholar to oversee the area studies collection of each center (Schmidt 1997).[1] However, by the 1990s, many of the first generation area studies librarians had begun to retire (Atkinson 1991). In addition, area librarians such as Africana librarians (Bein 1993; Malanchuk 1991; Olden & March 1990; Witherell 1989) articulated their frustrations stemming from the increased complexity of librarianship as seen in cataloging, acquisitions, collection management, and reference, all of which required significant Africana specialization.

Status of Area Studies librarians

In 1993, the annual meeting of area studies administrators focused its discussions on the crisis of area libraries and the potential for cooperation (Schmidt 1997). Cognizant of future area studies shortages of librarians and uncertainty about prospects for area studies programs, librarians and administrators realized that few area studies students were preparing themselves for librarianship (Atkinson 1991). For instance, at a time when publications about Africa were proliferating (Altbach and Hoshino 1995; Bischof 1991; Schmidt 1998), few professors (Alden et al. 1993; Bastian & Parpart 1999; Bates et al. 1994; Guyer 1996; Haugerud 1997; West & Martin 1995) had mentioned bibliographic instruction as a component of their courses or had suggested

librarianship as an alternative employment opportunity for their students.[2]

On the librarianship side, most masters degree graduates of library and information studies programs were and continue to be trained as generalists (Crosby 2000; Hoffman 1993; Robde and Herther 1993) with little non-Western language proficiency, area travel experience, and area studies specialization.[3] As new forms of technology made demands on library students in the fields of the acquisition, cataloging, selection, and retrieval of materials, retiring area studies librarians (Schmidt 1997) became aware that they would need to identify and train recent area studies graduates to become librarians since library degrees did not address the needs of their specialization.

Area studies librarians are the keystone that links U.S. scholars with sources in the designated areas and around the world. In the past, few professors have had the time to maintain library collections in their discipline. A librarian must shape the collection to the current and future needs of the faculty and students by means of approval plans, vendor profiling, catalog selections, gifts, exchanges, and collecting trips. In addition, faculty-status librarians are expected to maintain a research program, teach bibliographic courses, digitize materials, and evaluate print and on-line resources. All these duties have remained necessary for the area studies program at the level required for research university needs and government funding (Olden and Marsh).

Conferences

Therefore, in 1995 and again in 1997, Indiana University faculty and staff with HEA Title VI funding hosted conferences on the status of area studies librarians (Schmidt 1997).[4] Among the deliberations, librarians discussed strategies for training graduates from their area studies programs who had area language proficiency, area research experience, and an area studies doctorate. Later, area librarians and area studies center directors heard the results of four sets of surveys (sent to library school deans/directors, library directors, area studies directors, and area studies librarians) pertaining to the needs of area librarians. The results emphasized the need for librarians to obtain skills in electronic resources, area languages and studies, grant writing, management, collection development, and acquisition cooperation, among others. Participants concurred that action was necessary and discussed models for training.

Models

Participants then described several models that might address these needs. The Stanford University model was limited to pre-dissertation students for work with an area librarian (Schmidt 1997).[5]

Two other models funded postdoctoral researchers. Specifically, the Library of Congress (LC) financed about nine graduates to conduct expanded library research based upon their dissertation while the Smithsonian Institute funded graduates to

collaborate on specialized projects, such as the Smithsonian Tropical Research Institute.[6] The area studies librarians agreed that these models might be ones that they could adapt.

The final agreement was to apply Andrew W. Mellon Foundation funding to new programs incorporating aspects of all three models. Two HEA-funded universities (Duke and Indiana) were designated to provide postdoctorate library training in three-year cycles. (Appendix A) Recent doctoral graduates from any field of Latin American, African, or Russian/Eastern European studies could apply.[7] In each case, the candidates had to have a language proficiency from the area (e.g., Spanish, Portuguese, Hausa, Swahili, Russian, and Polish). They also needed to demonstrate prior work experience at a research library and the desire to make a career change. An area studies librarian would supervise the fellows in consultation with area studies faculty. In addition to learning about collection development, the fellows would arrange internships with other library divisions. A visit to the LC and another major library was a component of the fellowship.

In the end, the two universities received needed support to implement programs that were slightly different. Duke University received funding for six graduates of Latin American studies administered by the Center for International Library Programs.[8] Each year two fellowships were for a twelve-month appointment with a stipend of $38,800 plus benefits. During their appointments, the fellows also visited major Latin American collections such as the one at the University of Texas. In addition, the fellows

participated in the Seminar on the Acquisition of Latin American Library Materials and the Latin American Studies Association.

In contrast, the Indiana University Main Library offered one postdoctoral fellowship each academic year open to African and Russian/East European scholars.[9] These fellowships carried a stipend of $26,500 plus benefits.[10] During the first semester, the fellows "shadowed" the bibliographer while in the second semester they interned in cataloging, digital/scanning, or other divisions. The fellows negotiated to "sit in" on a course offered in the library school and to attend their respective area bibliography course. In the Africana case, two fellows visited the Center for Research Libraries and Northwestern University Library followed by attendance at the Africana Librarians Council meetings.

The administrators at both universities expected that each fellow would apply for area librarian positions during the appointment.[11] Moreover, the administrators assumed that the fellowship would be regarded as equivalent to a masters degree in library and information studies at an American Library Association (ALA)-accredited program. But in fact, several personnel officers disqualified applications from Mellon Fellows since they did not have the requisite library degree. Likewise, among general librarians, this intensive training was not viewed as equivalent to an ALA-accredited program. In the case of the Indiana fellowship, it was not part of the ALA-accredited School of Library and Information Sciences; rather it was administered through the Main Library which is not an academic unit.

In the remainder of the chapter, the author, who was a Mellon Fellow, describes the training which appears to parallel that of a masters degree. The apprenticeship approach took into account different learning styles and expertise of the fellows and mentors. Furthermore, the design of the program was learner-centered (O'Banion 1997) and enabled the fellows to customize training to meet their needs, to supplement the skills of area librarian mentor, and to prepare for research library employment.

Self-study

As a fellow in 1999-00, I deliberately sought to match my apprenticeship activities to requirements of a masters degree in library and information studies. I maintained a daily log and thus am able to compare these activities with the requirements of the masters degree as found at Indiana University, the University of California-Los Angeles, the University of Illinois-Urbana/ Champaign, and the University of Wisconsin-Madison, all high ranking ALA-accredited institutions[12]. In order to take full advantage of the apprenticeship, I pursued many activities after hours. Typically, a masters degree program requires a combination of required courses, a practicum, and several elective courses.

Required courses

Library students must complete prerequisites such as computer tools and requisite courses such as librarianship, user needs, reference cataloging, management, and collection development.

A. Computer tools

Library school candidates must have knowledge of email, word processing, databases, and spreadsheet software. Even though technology is an important component for the masters, few departments provide training in specific software. Since Indiana is a Microsoft Suite campus, fellows learned MSWord, Access, Excel, and Explorer. Fellows also enrolled in the workshops on Pine email, Unix, HTML, web design, Photoshop, ProCite, and PowerPoint. Therefore, I chose to attend evening and weekend courses offered by the university computer center. In my case, this training resulted in the creation of a Web page on awards given to books about Africa.

In addition to this training, fellows need in-depth training for online public access catalogs. Although I had conducted my doctoral research via NOTIS and then Voyager, at Indiana I learned advance strategies and Boolean logic using NOTIS. Librarians provided me opportunities to become familiar with OCLC and RLIN, particularly as applied to the Arabic fonts. During the course of the year, I followed the preparations for conversion to a new online system--SIRSI.

Databases (Web or CD-Rom) were another area requiring some training. Although fellows are familiar with Dissertation Abstracts, ERIC, Education Index, and CARL Uncover, among others, I now had to familiarize myself with a range of products such as Academic Search, Art Abstracts, Dow Jones Interactive, JStor, Library Literature, NEXIS/LEXIS, Statistical Universe, GPO Access,

CQ OnCongress, and Web of Science and tools such as ArcView GIS and Endnote. To become familiar with web sites and a popular web software, I enrolled in an online course, "Virtual Collection Development," which discussed issues of copyright and intellectual freedom.[13]

B. Perspective of librarianship

Customarily, the first course that library students take is one that addresses components of being a librarian. Instead of reading books on the topic, I visited libraries (over 20) on the campus and interviewed a librarian from each location. In addition, I met with all the subject area librarians, the Walden University library liaison, and all the Main Library division heads. At each meeting, I posed four major questions: How did you come to the current position?; What is the most important feature of your collection or division?; What is the most critical issue for you and the future of the collection or division?; and How can I make the most of this fellowship? In the end, I met over 40 librarians.

Likewise, I interviewed off-campus librarians. At each location, I asked to chat with the person responsible for bibliographies, cataloging, reference, government documents, preservation, the library school, and children's literature. (Appendix B) While in Chicago, I visited librarians at the University of Chicago, Middle East Studies Collection; the Center for Research Libraries, CAMP (Cooperative Africana Microform Project); and Northwestern University, the Herskovits Collection.

For comparison, I also contacted librarians at three other HEA funded institutions: the University of Wisconsin, the University of California-Los Angeles, and the University of Illinois. During my week at the Library of Congress (LC), Division of African and Middle East Studies, I requested a tour of the National Museum of African Art Library. These off-campus visits allowed me to contact over 50 other librarians and to compare their facilities.

To become more familiar with "book history," another component of introductory courses, I attended a monthly seminar on the "History of the Book" hosted at the Lilly Library (rare book collection). Speakers (librarians and faculty) discussed issues of publishing, materials, editions of books, and preservation. I doubt that many library students could have met such a variety of librarians even with distance delivered programs.

C. User needs

A third required course is one that deals with user needs and behaviors. Usually, such a course addresses K-12 users, the community leaders, attorneys, corporate staff, adult reference, offenders, retired folks, research methods, and information seeking strategies. However, for the purpose of my training, I focused on the African studies community--faculty, staff, and students. Since I had previous experience with research methods, learning about information seeking strategies was not necessary.

To become familiar with Indiana users, I read the Africana selection guidelines and designed a matrix to show how the collection policy matched the African studies users' research

priorities. Since I was not familiar with many of the professors and most of the students, I attended every African Studies Program activity. This plan included the weekly seminars, the bi-weekly graduate seminars, the periodic staff meetings, an international studies conference, a music concert, an African education conference, an African textile exhibit, and an "Art Divination Jamboree." I also critiqued graduate students' research proposals for a SSRC competition. To identify who was interested in Lusophone Africa, I attended a six-week film festival.[14] During the course "Bibliography of Sub-Saharan Africa," I listened to new students discuss the preparation of their literature review.

In addition, I attended a year-long seminar on the "Scholarship of Teaching and Learning" for the teaching staff. This seminar provided me contacts with instructors who were using innovative teaching strategies. Several presentations concerning distance education enabled me to anticipate future technical needs of Africanists.

By the end of the year, I was familiar with most Africanists' needs and interests. This knowledge helped me make appropriate selections and to support the area librarian's argument for an electronic database.

D. Reference

"Information Sources and Services" is a critical course for librarians. For that reason, students typically arrange to take this course early in their program. I negotiated to attend this course offered by the School of Library and Information Sciences

during the first semester. Although I planned to take the African bibliography class, I felt that I should know the general reference sources. It would be more efficient for me to do this part in a class and to interact with library students and a practicing librarian. True to the fellowship, I chose African topics for all my weekly "searches." Several times a week, I answered reference questions via email. As an introduction to bibliography instruction, I assisted in presenting sources to a political science class. During the practicum at Government Documents, I had a two-hour assignment each week at the reference desk. This experience helped familiarize me with not only materials cataloged with LC classification but also the government "SuDocs" classification. As mention above, the 14 reference workshops using computer technology were extremely helpful for answering questions.

E. Cataloging

Although few librarians do original cataloging any more, knowledge of cataloging principles remains an important part of library students' training. Since I anticipated taking a future course, I requested an internship in the technical services division with a cataloger. During my 120 hours, I learned to create bibliographic records by copy cataloging monographs, series, and multi-volume sets. By doing this, I became familiar with MARC records, AACR2R, and OCLC. Because of the nature of the Main Library practices, I often had to check the LC Subject Headings, authority records, and Cutter numbers. My supervisor asked me to work with a wide range of subjects, which often included African

titles. She also demonstrated original cataloging of Arabic materials.

My understanding of cataloging issues was underscored at the Africana Librarians' Council (ALC) meetings. Several of the catalogers of LC and Dewey Decimal discussed problems of headings and codings during the sections on cataloging and classification. As a member of the ALC listserv, I continued to read about various cataloging problems.

Although I received a foundation in cataloging appropriate for a research library, I did not obtain training in the Dewey Decimal classification or Sears subject headings. This limitation is not significant given the practice of most research libraries to use LC.

F. Management

Management is a critical area of training often overlooked by students. However, for me, this topic was particularly interesting as a potential librarian of a special collection. As I viewed an Africana position, I would be responsible for accounts, staffing, various committees, communications, and union activities. I participated in several meetings on budgets for new employees as well as the general staff meetings. Because several positions became open during the year, I attended most of the interviewees' presentations and thus heard librarians posing pointed questions concerning philosophy, vision, procedures, and so forth. Since I was included on all the library division listservs and was a member of the Indiana University Librarians' Association, I became

familiar with a variety of issues and activities. Some meetings dealt with strategic planning and the redesign of the Main Library facilities. When the Indiana Trustees visited Bloomington, they visited the African collection. I attended their open forum for librarians and staff. Unlike staff at other research libraries, Indiana librarians are staff or faculty, making for an interesting approach to governance. During the second semester, I became familiar with peer review procedures and filing promotion reports.

In an effort to focus on my particular interests, I attended several additional meetings. These meetings included a discussion with OCLC staff, a satellite conference on the "virtual library," and a workshop on expanding distance delivered services. I met with librarians from the American University of Kyrgystan to learn more about their library operations. Then to contrast research library with public library administration, I participated in a course on library services for children and young adults by compressed video.

Finally, to gain a general perspective, I attended a seminar on the commercialization of research and human subject research. The discussion centered around copyright, patents, grant writing, capitalization, venture capital, and university legal obligations.

G. Collection Development

Collection development is the fundamental concern of area studies librarians. It is this concern that librarians lobbied for the Fellowship. During the fall semester, Marion Frank-Wilson (Ph.D. Bayreuth, MLS North Carolina-Greensboro) mentored me. She

involved me in all her administrative, reference, teaching, and collection management duties. As a result, I became acquainted with budget preparations; federal, state, and gift accounts; negotiation of book exchanges; preservation of materials; and purchase orders and acquisition transactions. Together, we reviewed the collection policy, wrote a prospectus for approval plans, weeded duplicate copies, and met with representatives from publishers, such as Blackwell. At the African Studies Association meeting, I collected publishers' catalogs and met representatives, such as Hogarth and African Book Collective. Then, to become familiar with the collection, I selected new titles, prepared orders, and considered review copies. This process involved cross-checking various files or print and online catalogs. In addition, I participated in the Library Committee of the African Studies Program.

The part-time assistant, Dorothy Ansart, oversaw my afternoon projects. Since she held a MLS (Rutgers) and had several years of experience in the collection, she was familiar with the idiosyncracies of the Africana collection. Several shipments of books from vendors, such as Hogarth and Thorold, arrived throughout the year. These materials required verification and preliminary cataloging. Some books became part of the exchange program. Since many of the African language books had not previously been cataloged in OCLC or RLIN by other librarians, Ansart and I collaborated in preparing information for the catalogers who would do the original cataloging. This process often involved recruiting

"native" speakers who could translate pertinent information. When there were problems, I went to the shelves or the old card catalog to resolve questions. The mentoring by Frank-Wilson and Ansart was a critical component of the fellowship that would lead to the desired long-term career change.

Practicum (40 hrs.)

The second major component at most institutions is the hands-on experience. I chose three practica to complement my training in collection development. Cataloging already has been described. In addition, I worked 80 hours each in Government Documents and Publications and in Preservation and Conservation divisions.

A. Government Documents

Library school students do not often have the opportunity to work in a government document division. I was fortunate that Indiana had a centralized division in the Main Library and a librarian who specialized in African documents.

My primary assignment was to weed African documents shelved in "green boxes." Many of the items had not been cataloged previously because for most of its history the "gov docs" collection had been uncataloged. In order to determine whether an item was a monograph or serial, I had to verify its acquisition record in OCLC. Often, many of these items required original cataloging. Because of the age of the collection, some documents required preservation. In addition to learning the types of documents published regularly by African governments, I had the opportunity to use several of my

languages in verifying cataloging information. Since this project consumed more time than I had expected, I had only a few days to work on a UNESCO project.

B. Preservation

Training in preservations is not available for study at most library school programs. In fact, only two of the three university libraries visited had a preservations department, and only Indiana did anything with African materials. Consequently, I was fortunate to have training in microfilming preparations of Nigerian newspapers in Hausa and a Colombian collection in Spanish. Since grants financed both of these projects, I became familiar with the strategies used to identify funding sources. Finally, in verifying holdings of Onitsha literature (Nigeria), I obtained additional experience in using RLIN.

Electives (audited)

The Mellon Foundation argued that this fellowship was an apprenticeship in which the fellow worked directly with librarians in a concentrated one-on-one relationship. Moreover, the Foundation staff insisted that the fellow could learn the theory as well as the practice under this arrangement.[15] Course attendance would be a distraction and consume time from the apprenticeship.

This stipulation did not sit well with fellows. Having been graduate students for so long, fellows were in the habit of attending courses not only for the theoretical frameworks but also for the socialization. Since the library school was in the same

building as the fellow's office, I utilized the library school library, attended social activities, and kept aware of guest lectures. Like the previous fellow, I arranged to "sit in" on courses each semester; however, I was not allowed to audit any course which might result in a record. Several instructors seemed eager to have the "Mellon Fellow" attending their courses. The interaction with other library students was very valuable, and the courses enabled me to ask theoretical questions to test practical applications.[16]

The third fellow benefitted from previous fellows' criticism concerning course enrollment. He was allowed actually to audit or enroll in several courses officially. Since this fellow had begun a masters program in library and information science prior to the fellowship, he was able to apply these courses to his degree requirements.

Conclusions

This self-study of a Mellon Fellowship suggests that the fellow actually does acquire substantial training and knowledge. It might be possible to argue that the training is on the level of the masters degree at some ALA-accredited institutions. However, replacements for four of the five recent U.S. Africana positions were expatriates. (Appendix - C) Moreover, none of the new librarians had training at U.S. government-funded African studies programs. The two Mellon Fellows trained as Africana bibliographers applied for the positions but they were not

interviewed at every institution nor were they offered a position at any of the libraries.[17]

All three fellows submitted final reports indicating that the design of the fellowship required substantial changes. They agreed that the fellowship should either be integrated into the Indiana University library school masters program or be a postmasters fellowship for area specialists who have completed a masters degree in library and information studies/science. Two of the fellows attempted to enrolled in the Indiana library school. Unfortunately, they were considered out-of-state students and were required to pay out-of-state tuition. A waiver was not possible.

Despite the excellent training of Indiana University's area faculty and librarians, if the library profession does not recognize or accept the fellowship as equivalent to a masters degree in librarianship, the fellowship becomes merely an enjoyable learning experience. And the fellowship may even delay the securing of a position in the fellow's doctoral discipline or publishing articles based on the doctoral research.

More importantly, the library profession may prevent new area specialists from replacing retired area librarian for which the fellowship was created.[18] The profession's insistence that candidates have masters degrees from ALA-accredited programs may actually exacerbate the shortage of area study librarians. Acquiring training is only one step in the process of replacing retiring area librarians. Hiring the fellows is the second and the critical step.

Notes

1. In May 1965, the University of Chicago hosted area studies librarians at conference on area studies collection development. However, in 1955, Melville Herskovits (Northwestern University) had hosted a conference concerning issues of library and bibliographic development for African studies. His concern led to the formation of the African Studies Association "Library Council" and to the creation of the African Section at the Library of Congress in 1959 (see: Easterbrook, David L. 1998. Northwestern's African library and Melville J. Herskovits: The early development of the collection. In *Africana librarianship in the 21st century*, edited by Nancy J. Schmidt, 20-21. Bloomington, IN: Indiana University, African Studies Program).

2. Only two of the 12 currently funded African Studies Centers (Indiana University and the University of Illinois) in cooperation with their library schools regularly offer a Africana reference course to all matriculating graduate students. In 1999, Al Kagen and Yvette Scheven (Illinois) published their course materials (1999).

3. Of the currently funded African Studies Centers, only four institutions have library and information studies programs. Indiana University SLIS provides a dual major in African Studies. The University of Wisconsin allows nine credits to be accepted from another graduate program (e.g., African history, African languages & literature).

4. Richard Ekman, secretary of the Andrew W. Mellon Foundation, attended the 13-14 July 1995 conference. He encouraged Indiana University to consider the program similar to the one in operation at Duke University. Andrew W. Mellon Foundation, 140 East 62nd St., New York, NY 10021 http://www.mellon.org. See project officers: Suzanne M. Lodato <sml@mellon.org> or Joe Meisel <jsm@mellon. org>.

The Workshop on Area Librarianship in Higher Education: Defining the Future was held 18-19 July 1997 in Indianapolis. http://www.indiana.edu/~arealibs/workshop97/info.htm and link http://www.lib.duke.edu/ias/survey.htm

5. Deborah Jakubs (Duke) had a Latin American assistantship at Stanford University. Nancy Schmidt (Indiana retired), Al Kagan (Illinois), and Peter Malanchuk (Florida) obtained HEA Title VI library assistantships during their graduate programs. The latter funding no longer exists.

6. http://www.loc/gov/loc/lcib/9906/mellon.html (6/1/01) http://www.si.edu/stri/What_we_do/Fellowship_Opportunities.html#4

7. In addition to U.S. citizens, applicants often included expatriates with doctorates older than five years or candidates with library experience and a couple with masters degree in library and information studies.

8. See: Hortensia Calvo, Perkins Library, Duke University, Durham, NC http:/www.lib.duke.edu/ias/latamer/postdoc.htm or Deborah Jakubs <jakubs@duke.edu>. The following individuals have been Mellon Fellows: Jim Cusick (Univ. of Florida), Hortensia Calvo (Duke Univ.), Teresa Chapa (UNC-Chapel Hill), Luis Gonzalez (Indiana Univ.), and Holy Ackermann.

9. Indiana has a history of promoting Africana librarianship. In addition to organizing meetings that focused on the area librarian crisis, Indiana had already demonstrated interests such as pre-doctoral assistantships, the librarian exchange with the University of Malawi (O'Meara and Winchester 1986), the dual masters between the African Studies Program and the School of Library and Information Sciences. Therefore, Indiana appeared as the institution with appropriate expertise to train a post-doctoral student particularly in Africana bibliography.

In 1998, Suzanne Thorin, Dean of Indiana University Libraries, obtained a Andrew W. Mellon Foundation grant ($164,000) for three fellows. Mentors were Murlin Croucher (Eastern Europe) and Marion Frank-Wilson (Africa) along with other librarians and staff. Mellon Fellows: Chris Gigliotti (Eastern Europe), Patricia Kuntz (African), and Edward Miner (African).

10. The cost of living rate is part of the differences in stipend. For the AY 2000, Indiana University paid $28,500.

11. The Mellon Foundatation stipulated that fellows who completed the program could not be hired by their respective institutions of training. At Indiana University, fellows provided monthly reports of positions to which they applied.

12. Indiana University (#6) offers several degree options: MLS requires 36 credits and MIS requires 42 credits.
http://www-slis.lib.indiana.edu/programs/

UCLA (#10) requires 44 credits for a MLIS and has a specialization in Latin America.
http://www.gseis.ucla.edu/about/degree_programs.htm#masters

Illinois (#1) requires 40 credits of which only 2 courses are "core" for a MS. http://alexia.lis.uiuc.edu/gslis/degrees/ms.html

Wisconsin (#8) requires 42 credits of which 25 credits are required in "core courses" and practicum for a MA. http://polyglot.lss.wisc.edu/SLIS/academic/program.html

13. Jane Pearlmutter (Wisconsin) offers a six-week continuing education course each quarter using WebCT. <jpearl@slis.wisc.edu>

14. See: Lusophone films, Califofnia Newsreel/Resolution, 149 Ninth Street #420, San Francisco, CA 94103 (415) 621-6196.

15. Andrew W. Mellon Foundation, 140 East 62nd St., New York, NY 10021 http://www.mellon.org. See project officers: Suzanne M. Lodato <sml@mellon.org> or Joe Meisel <jsm@mellon. org>. Discussions with Martha Brogan (Indiana administrator of the Mellon Fellowship).

16. Courses attended: http://www.slis.indiana.edu/Courses

First Semester

L520 Information Sources & Service - Jackson
(This course provided a foundation to reference interviews and materials.)

Second Semester

G732 Introduction to the Bibliography of Sub-Saharan Africa - Frank-Wilson
(Although I should have been familiar with most resources, I actually knew only those of my doctoral research--language acquisition.)

L535 Library Services for Children and Young Adults - Fitzgibbons
(Since I have reviewed children's books about Africa for over ten years, I sought interaction with other professionals.)

L610 International Information Issues - Travica
http://php.indiana.edu/~travica/610syllabus_spring2000.html
(My previous work in electronic technolcgy gravitated to this course in which I focused on developments in East Africa.)

Virtual Collection Development - Pearlmutter
http://uwmad.courses.wisc.edu/web-ct/courses/
(Since I was interested in distance-delivered courses and library science, this course was a natural. Moreover, it was one offered through my home university.)

17. The fellow in Russian and Eastern European Studies experienced the same limitations. However, five fellows trained at Duke University in Latin American librarianship have found employment even if the library position is not a Latin American one (one Duke fellow works part-time in a journalism library).

18. The Library of Congress does not require a MLS for librarian positions. Recently, the University of Wisconsin advertised two area studies librarian positions (Southeast Asia and East Asia). Neither position required a MLS. The announcement stated that a candidate with an advanced graduate degree (i.e., Ph.D.) in a field of the area studies and significant library experience should apply.

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Appendix - A

INDIANA UNIVERSITY BLOOMINGTON LIBRARIES
Announcement for 2000-2001

The Andrew W. Millon Foundation
Postdoctoral Fellowship in African or Slavic Studies
Research Librarianship

PURPOSE AND DESCRIPTION
Indiana University Bloomington Libraries is pleased to announce an academic-year post-doctoral fellowship program for the training of an African studies or Slavic studies research librarian. The program is supported by a grant from The Andrew W. Mellon Foundation and offers one nine-month fellowship (non-renewable) to a recent Ph.D., in any field specializing in either African or Slavic studies, who wishes to pursue a career in as an African or Slavic specialist in the United States. The program is affiliated with Indiana University's Library along with its African Studies Program and its Russian and East European Institute, both of which serve as U.S. Department of Education, Title VI National Resource Centers.

Under the guidance of experienced librarians on the Bloomington campus, each fellow will participate in an apprenticeship, gaining knowledge of collection development, and public services work. In addition to developing a familiarity with the internal operations of a research library, the fellow will develop skills related to the selection of library resources and the provision of reference services. The fellow may also participate in selected activities of the academic program in African or Slavic studies; audit one or two courses at the School of Library and Information Science; visit libraries with significant collections in either African or Slavic studies; or prepare a paper for possible presentation at the annual meeting of the relevant area studies association.

On fellow will be selected in 2000-2001 in either African or Slavic studies contingent on the strength of the applicant pool.

QUALIFICATIONS
A recent Ph.D. in a field specializing in either African or Slavic studies is required, along with working knowledge in one of the vernacular languages. Demonstrated ability to work effectively with the wider academic community and strong written and oral communication skills. Evidence of interdisciplinary course work is desirable as well as prior experience working in a research library or knowledge of scholarly publishing and the booktrade. Candidates must be U.S. citizens or eligible for long-term employment in the United States.

Preference will be given to those candidates who, either in graduate school or in subsequent employment have developed a clear affinity for an alternative career path in research librarianship.

SALARY AND BENEFITS
The fellowship for 2000 is $28,500 (nine months). Indiana University offers a benefits package that includes medical and life insurance, a retirement plan, sick leave, and 9 holidays annually.

APPLICATION PROCEDURE
Candidates should submit a letter describing their training, experience, and interest, along with a resume and names of three references to Yolanda Cooper-Birdine, Indiana University, Libraries Human Resources Office, 1320 East Tenth Street, RM C-201, Bloomington, IN 47405-3907. Review of applications will begin May 3, 2000. The beginning date of the fellowship is flexible, but anticipated to be around September 1, 2000. Final candidates will be invited to interview on the Bloomington campus in the spring.

Indiana University is an Equal Opportunity/Affirmative Action Employer.

See also: http://www.indiana.edu/~libpers/mellon.html (1/1/01)

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Appendix - B

A COMPARISON OF AFRICANA LIBRARIES
(Summary of Field Trips)

	Northwestern University	Indiana University	U. of Wisconsin-Madison	U. of California-Los Angeles	U. of Illinois-Urbana/Cha	African Art Museum Library Smithsonian Inst.	Library of Congress (African/Mid East)	Center for Research Libraries
Staff	Dir. 1 FTE Asst. 2.3 FTE PA 1 FTE Sec. 1 FTE Cat. 2.2 FTE Stud. 1 PTE	Dir. 1 FTE Asst. .5 FTE (M-F pm) Stud. .3 FTE --- Fellow 1 FTE (99-01)	Dir. .50 FTE (other area duties)	Dir. 1 FTE Asst. .5 FTE	Dir. 1 FTE Asst. 1 FTE Stud. .5 FTE AY Vol. .25 FTE	Dir. 1 FTE Asst. 1 FTE Vol. .25 FTE	Dir. 1 FTE 3 Ref 3 FTE 1 Ref on-leave	Dir. .25 FTE (other area duties) Cat. .25 FTE
# Directors since origin	2	6	2	3	2	2	3	?
Year of Director's arrival	1991	1998	1977 (1973)	1985 ?	1990	1980s?	1963	1999
Director Credentials	ABD (History) MLS PCV - 3 yrs Kenya	PhD (Literature) MLS Research Uganda, Nigeria	PhD (History) MLS Research Ghana	MFA (Film) MLS Nigerian	ABD (Political Science) MLS Research Tanzania South Africa	MLS Librarian at University of Ife Nigeria	MLS	MBA - Slavic Specialization (business)
Hours of service	M-F 8:30-5:00	M-F ?8:30-12:00 1:00-5:00	M-F ? 8:30-5:00	M-F ? 8:30-5:00	M-F 8:30-5:00	M-F 9:00-5:00	M-F 9:00-5:00	M-F 9:00-5:00
Stacks	Open	Open	Open	Open	Closed	Closed	Closed	Closed
Classification System	Dewey Decimal	Library of Congress	Library of Congress	Library of Congress	Dewey Decimal Maps - LC	Library of Congress	Library of Congress	Library of Congress
HEA Title VI National	No - previously	Yes - 1964	Yes - 1964	Yes - 1964	Yes - 1974	No	No	No (CIC, HEA Title VI

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	Northwestern University	Indiana University	U. of Wisconsin-Madison	U. of California-Los Angeles	U. of Illinois-Urbana/Cha	African Art Museum Library Smithsonian Inst.	Library of Congress (African/Mid East)	Center for Research Libraries - members)
Resource Center – Africa								
Bibliographic Course	No	Yes - 3 crs. since 1964 (Alan Taylor 1 cr. Course)	No	Yes, upon demand	Yes - 3 crs since 1970s *Reference Guide to Africa*	No	No - lectures for Howard U.	No
Webpage	Nucat.library.nwu.edu/ (databases - conference, posters, vertical files, media)	www.indiana.edu/~libsalc/african/ (posters, language, media)	None	www.lib.ucla.edu	www.afrst.uiuc.edu/Library/lib.html	www.sil.si.edu	lcweb.loc.gov/rr/amed/	wwwcrl.Uchicago.edu/
Technical Services	Africana technical services Original cataloguing	No designated specialist	No designated specialist	No designated Specialist	No designated specialist All shipments processed in Tech Serv.	Director and assistants	Africana technical	Designated
Preservation	Yes Poster collection ASA - conference Papers CD-Rom	Yes Somalia papers Newspapers Poster collection	Yes No Africa proj.	No department	No department	No department (within Institute)	Yes	Yes by project
Backlog/Frontlog (non-cat)	30,000 titles	1000 titles (loanable)	Minimal	Yes - lost catalog position	Yes - changes in catalog services	No - centralized acquisitions	Yes	Minimal
Selection Strategies	Extensive (vendors, approval plans, letters)	Moderate (vendors, approval plans) Exchanges	Limited (NA & European vendors)	?Moderate	Hogarth, annual buying trips (Mozambique dissertations)	Limited Exchanges Gifts	Everything (Nairobi & Cairo offices)	Materials sent by members (archival)
SLIS	No	Yes, # 6 USA	Yes, # 8 USA	Yes, #10	Yes, #1 USA			

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	Northwestern University	Indiana University	U. of Wisconsin-Madison	U. of California-Los Angeles	U. of Illinois-Urbana/Cha	African Art Museum Library Smithsonian Inst.	Library of Congress (African/Mid East)	Center for Research Libraries
program		MLS = 36 crs MIS = 42 crs 1965 - Africana Librarianship Distance Education courses	MA = 42 crs Web course CEU	MLIS = 44 crs Latin Am. Lib.	MS = 40 crs. International Librarian Program (SA, GH, NG) Center for Children's Books Distance Education courses			
Director/ Program Honors	George & Mary LeCron Foster Curator (Endowment)				Fulbright - Cape Town, SA	Conovor-Porter Book Award (1992) Index - *The Art of Africa*		
Acccom-plishments (editor)	CAMP liaison with ASA, Webpage on ASA Conference Proceedings.	Africana Libraries News ALC Mtg 2001	History in Africa ASA - Archival & Bibliographic Series ASA - Primary Sources Series ASA - Text Prize Chair UW - Bibliographies in African Studies	Pres. of ALC	Book donations	*Nigerian Artists: Who's Who*	Prev. Pres. Zellers ALC web site lcweb.loc.gov/rr/ amed/ ASA Children's Africana Book Award Reception	
Rare Books & Collections	?	Lilly - Papers for: Nadine Gordimer Athol Fugard Wole Soyinka	No African	No African	No African		Depository - Nairobi (East Africa) Cairo (North Africa)	CAMP - newspapers

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	Northwesern University	Indiana University	U. of Wisconsin-Madison	U. of California-Los Angeles	U. of Illinois-Urbana/Cha	African Art Museum Library Smithsonian Inst.	Library of Congress (African/Mid East)	Center for Research Libraries
		Noma Award						
External Funding	CIC	CIC & NEH	CIC	? California system	CIC	SI/NEA		Memberships
Digital Proj.	Posters	Posters	Slides "African Images"			Database		
Children's Resources	No		Cooperative Children's Book Center (research)		Children's Book Center (research) *Bulletin*		Center for Children's Literature Center for the Book	All materials sent to UIUC (remote storage)
Mellon Internship	No	Yes	No	No	No	Yes	Yes	No

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Appendix - C

Africana Librarian Position Announcements

CORNELL UNIVERSITY (2001)

Title: Africana Studies Librarian (John Henry Clark Library)

Responsibilities:
- oversees the operation of library
- interacts with faculty & students in fields of study & research
- work with director & faculty of the African Studies & Research Center
- supervise staff (1.75 FTE) & student assistants
- promote JHCL resources (website)
- provide reference assistance to users
- develop effective instruction & research support services for faculty & students using online & traditional resources
- collaborate at Cornell & nationally
- participate in the development of new digital projects & service to preserve scholarly resources
- promote effective relationships with colleagues, constituencies, & donors
- participate in professional associations
- carry out research & publication in subject area

Qualifications:
- MLS from ALA-accredited program or equivalent (experience)
- management & interpersonal skills
- subject expertise (BA/BS degree in appropriate discipline)
- knowledge of bibliographic & reference tools in Africana, African-American, & related fields of study
- ability to work effectively with staff, students, faculty & visiting scholars
- teaching/library instruction experience
- awareness of national & international issues & trends in collection development & public services in field
- oral & written communication skills

Desired:
- experience in academic/research library (Africana/African-American studies)
- graduate degree in appropriate discipline
- facility with European/African language
- background in related fields in humanities/social sciences
- advance training applicable to digital initiatives

Salary: dependent on qualifications

Person hired: Interviews in October 2001

MICHIGAN, UNIVERSITY OF (2001)

Title: African/Sub-Sahara Africa Studies Librarian

Responsibilities:

1. Research & Instructional Services (50%)
   - in-depth support of users of print & electronic resources
   - support for African Studies users (outreach, traditional reference, web-based communication)
   - collaborate with colleagues in the Reference Department to develop and present instructional programs
2. Collection Development/Liaison (40%)
   - development of information resources
   - collection development Sub-Saharan African acquisitions
   - collaboration to coordinate collections with focus on languages & literature
   - cooperation with specialists for North Africa, Latin America/ Caribbean, & African-American studies
   - acquisitions will include area materials written in English, French, Dutch, Portuguese, & vernacular languages in all formats
   - management of existing collections
   - representation of resource to campus scholars & colleagues at peer institutions
3. General Participation (10%)
   - participation in library and professional/scholarly association activities
   - contribution to library committees, consortium partners
   - representation of library resources and initiatives to U. of Michigan campus units

Qualifications:

- MLS from an ALA-accredited program
- prior work experience in a research library
- graduate study related to African studies or service responsibility for Africa in a research library or equivalent setting
- proficiency in French or other publishing language of Africa
- collection development reference, instructional skills
- oral and written communication
- familiarity with major African book vendors
- familiarity with current bibliographic tools in print
- facility with electronic resources (bibliography & full text)
- ability to work effectively with culturally diverse faculty, students, & staff

Desired:

- Knowledge of HTML & experience in development of Web resources
- Proficiency in Dutch, Portuguese, or other languages of region
- Knowledge of tools & strategies for accessing archival resources

Salary: $35,500 - $42,500 depending on qualifications

Person hired: Dr. Afeworki Paulos
Ph.D. George Washington University (Political Science)
M.A. University of Northern Michigan (Public Admin.)
M.S. University of Northern Michigan (Ed. Counseling)
B.A. University of Ghana

MICHIGAN STATE UNIVERSITY (2000)

Title: Africana Bibliographer, Librarian II or III

Responsibilities:
Report to the Head of Africana Reference
selection of materials (Africa south of the Sahara)
faculty liaison
collection management
specialized reference and library instruction
outreach
participation in cooperative collection development agreements
travel to Africa
work with grants
fund raising

Qualifications:
MLS from ALA-accredited program
3/5 years of successful professional experience
familiarity with electronic reference tools
strong oral and written communication skills
ability to work effectively with faculty, students, and staff
preparation & commitment to conduct independent scholarship consistent with a librarian appointment
commitment to engage in continuing professional development
ability to work in a dynamic and changing environment
knowledge of French and at least one other relevant language
course work related to Africa

Desired:
professional experience and travel in Africa
experience in writing grant proposals
other fund raising experience
graduate degree in African Studies or related field

Salary: Dependant on qualifications

Person hired: Dr. Peter Limb
Ph.D. University of Western Australia (African history)
Grad. Dip. Library Studies (WAIT)
B.A. University of Adelaide

OHIO UNIVERSITY (2001)

Title: Africana Bibliographer

Responsibilities:
- provide reference service to Africana collection & to other Center for International Collections resources
- participate in faculty/university initiatives (distance learning, cooperative projects, Web presence)
- create & maintain Web page
- serve as subject bibliographer & liaison to an academic unit
- participate in library & departmental committees, task forces, & teams
- participation in professional associations

Qualifications:
- MLS or comparable experience
- advanced study of African studies required
- reading knowledge of an indigenous African
- reading knowledge of a major European language
- experience using mark-up language
- strong disposition toward directly assisting and instructing library users

Salary: $33,000 minimum

Person hired: Lloyd Mbabu

MLS	University of Toronto	
M.S.	Kansas State University	(Ag. Economics)
B.S.	? University of London	(Ag. Engineering)